

EEBIV TEACHING AND LEARNING POLICY

Nursery and Primary

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Mission of the European Schools

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.”

Vision of Teaching and Learning at EEBIV

At EEBIV students and staff are part of a rich and harmonised learning community which values active and engaging learning that meets the needs of all students. Stimulating learning opportunities are planned to promote a love and ownership of the learning process ensuring a strong foundation as students move into the Secondary phase and beyond. By providing opportunities for students to engage and cooperate with others we promote tolerance and understanding. Students are taught to be reflective learners with strong self-awareness to help them understand their roles and responsibilities in their own learning and the learning community.

Aims of this policy

This policy aims to harmonise approaches to teaching and learning in the Nursery and Primary of EEBIV. It makes clear the expectations of teachers' roles and responsibilities in the learning process, providing a framework to realise these expectations whilst respecting the individual needs of the child. It explores the roles of all stake holders within the school learning community in supporting teaching and learning.

Teaching and learning at EEBIV will:

- prepare students for a happy, healthy, responsible, and successful life.
- develop students's personality and abilities.
- support students's learning potential.
- build up respect for others and the environment.
- respect and appreciate students's own cultural and social identity, its values and those of others.
- promote a European spirit.

Good Practice in Teaching

All European School expect that delivery of teaching and learning will promote good progress for all students by:

1. *Using teaching skills and creativity to inspire and motivate students*
2. *Delivery of well-structured lessons*
3. *Effective use of teaching time*
4. *Employing a wide variety of teaching and learning methods, including technology, appropriate to the content*
5. *Motivating students to be actively involved in their own learning*
6. *Demonstrating good subject and curriculum knowledge including national and European dimensions*

(ref. 2015-09-D-3-en-1 Teaching Standards in the European Schools)

At EEBIV we value and expect:

- Clear learning objectives
- Challenging lessons
- Active Engaged Students
- Planned differentiation
- Learning which makes connections with real life
- Lessons with plenaries that synthesise learning
- Well organised classrooms
- Learning which promotes interactions between students
- Assessment for Learning

Clear Learning Objectives: All lessons should be driven by clear learning objectives, as specified in the curriculum, which are shared with the students.

Challenging Lesson: Teaching is inclusive of all students, both supporting and extending students where necessary. SWALS students and those receiving support, must also be supported. All students should feel appropriately challenged and engaged in the learning process.

Active and Engaged Students: Our lessons aim to motivate and inspire students. Students should be involved participants in the learning process. Lessons are well paced and varied and should encourage student engagement and ownership of learning. The student is central to the teaching and learning process. This is achieved by teachers actively engaging all students in self-reflection and self-assessment, through the use of student portfolios. The teacher must encourage active student involvement and help them to understand the impact this has on their own learning.

Planned differentiation: All teaching is sensitive of, and inclusive of, the individual differences of each student through differentiation by pace, content and student output. The goal is to enable each child to produce quality work and extend themselves.

(see section on Differentiation for more information)

Connections made with real life: Teaching and learning should address the requirements of the curriculum, whilst creating links to the everyday lives and interests of the students through interdisciplinary activities. This also includes the European Dimension, which is integral to both the curriculum and the nature of the school.

Summary/Plenary to synthesise learning: We use short but effective summaries to synthesise understanding of the knowledge acquired during the lesson and the skills applied. These are developed through questions, investigations and the sharing of the discoveries of students based on the curriculum of the European Schools.

A Well Organised Classroom: A well-organised, adapted classroom and structures that support inclusion and autonomy are essential to good teaching and learning. It also promotes the development of all students. Emotional well-being of students is essential to enable students to benefit from a safe learning environment.

Interactions between students: Students learn through social interactions with their varied and diverse environmental, cultural and social experiences. The European dimension is enhanced by our co-operative learning activities such as European Hours and social projects. We aim to foster respect and tolerance of others and their diversity.

Assessment for Learning: Assessment for learning is integral to all teaching and learning. Assessment must be well planned for. Opportunities for assessment during a lesson should support pupil self-assessment and inform next steps for teacher planning. Clear learning objectives are essential.

Pedagogical Climate

All European Schools expect that teachers will create a positive pedagogical climate by:

1. *Modelling and managing behavior effectively to ensure a good learning environment.*
2. *Managing resources in such a way as to create an inviting learning environment.*
3. *Ensuring a safe and pedagogical climate.*
4. *Showing awareness of contextual factors that may affect class climate or pupil's learning.*

(ref. 2015-09-D-3-en-1 Teaching Standards in the European Schools)

At EEBIV we value and expect:

The classroom environment should be a well-organised, positive, stimulating and safe working environment, which will enrich learning experiences. We aim to create an active learning environment which includes:

- A safe and motivating learning environment.
- Positive reinforcement of student and teacher questioning and research.
- Use of different teaching methods to suit the learning styles of the students.
- Assessment for learning – continuous review of how and what we are learning.
- Inquiry based learning activities.
- Equipping the child with the skills to engage in self-directed life-long learning.
- Integrated use of technology and varied and adapted resources.
- Foster cooperative learning and emphasise positive interactions between students.

Planning

All European Schools expect that planning promotes good progress for all students by:

1. *Harmonised curriculum planning that safeguards consistency and includes the European dimension.*
2. *Planning that fulfills the syllabus/program/curriculum as prescribed.*
3. *Planning that ensures a good transition between years and cycles.*
4. *Planning that promotes and documents good progress and outcomes by students.*

(ref. 2015-09-D-3-en-1 Teaching Standards in the European Schools)

At EEBIV we value and expect:

Effective planning that reflects expected teaching practice at EEBIV as outlined in this policy, including the key areas of differentiation and assessment. The recommended EEBIV planning templates support and facilitate this.

What is planning for?

- Planning ensures that the curriculum is delivered in an organized and structured manner within a school year and throughout the school.
- Planning makes explicit to other stake holders what and how learning is taking place and serves as a record of this.
- Planning is an essential element of promoting harmonization.
- Planning ensures that the particular needs of the learners in that class are met as well as well challenged and supported.

Who is planning for?

- Primarily planning is for the teachers and support staff within a classroom.
- Planning should be made available to the school administration and inspectors.
- Sharing of planning amongst existing and new colleagues promotes harmonization and a sharing of knowledge, experience and resources.
- Planning is essential to replacement teachers.
- Annual planning should be shared with parents.

Different levels and types of planning:

Yearly Planning:

- Is harmonized with level colleagues with the support of curriculum maps.
- Is shared with parents and students.
- Is presented in the EEBIV yearly planning format (this is obligatory).
- Is saved on a shared drive to ensure access to planning for all stake holders.

Periodical Planning:

- Is harmonized with level colleagues where possible and appropriate.
- Should include differentiation and assessment where possible and appropriate.
- May be presented in the EEBIV periodical planning format (recommended).
- Is saved on a shared drive to ensure access to planning for all stake holders.

Weekly/Daily planning:

- Is a working document for the teacher(s).
- Must include differentiation and assessment.
- May be presented in the EEBIV weekly planning format (recommended).
- Is kept as part of the teacher's records and should be made available to school administration and inspectors upon request.

Differentiation

All European School expect that teachers will differentiate by adapting teaching to respond to the strengths and needs of all students by:

1. *Showing clear understanding of the needs of all students, including those with special educational needs, high ability and different language backgrounds.*
2. *Using and evaluating distinctive teaching and learning methods to respond to the different needs of his/her students.*
3. *Using distinctive teaching approaches to promote language development as well as to enable students to achieve their best in subject learning.*

(ref. 2015-09-D-3-en-1 Teaching Standards in the European Schools)

At EEBIV

We aim to foster an atmosphere which encourages and nurtures our students through varied and differentiated methods of teaching and learning. Differentiation is a flexible, respectful and inclusive practice, based on a sound understanding of students' different abilities, needs, skills and experiences, to ensure students are supported and motivated to attain the best they can and reach their full potential.

Within the framework of a learning activity in class, there are four pillars which support differentiation:

- The content
- Learning processes
- Learning outcomes
- Classroom organisation

For each pillar we can put in place different strategies for differentiation.

Some students have specific needs that require an individualised programme:

- SWALS (Students without a language section)
- Intensive Support (see EEBIV support policy)
- Moderate and General support (see EEBIV support policy)

Differentiation is essential for all students.

Assessment

All European Schools expect that teachers will use assessment to track pupil progress by:

- 1. Contributing to the harmonization of assessment within the subjects, across sections and cycles.*
- 2. Showing awareness of the basic principles of formative and summative assessment and putting them into practice.*
- 3. Using a range of assessment strategies to provide a broad pictures of pupil's competences and performances.*
- 4. Using self and peer assessment in order to promote learner autonomy.*

(ref. 2015-09-D-3-en-1 Teaching Standards in the European Schools)

At EEBIV we value and expect:

Assessment lies at the heart of the process of teaching and learning. This should be done in partnership with the students.

Students and teachers at EEBIV are encouraged to be reflective in all that they do. We aim to make pupil reflection visible through our teaching and assessment and for teachers through professional development and performance management.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. Informed by strong assessment, teachers are able to make decisions about students's teaching and learning.

Assessment styles may vary according to the students' needs and learning styles.

The pupil portfolio is an important part of the assessment process, promoting student self-assessment and reflection. It also provides the opportunity for a dialogue between students, parents and teachers about a student's progress.

Aims

Through our assessment we aim to:

- monitor progress and support learning
- recognise and celebrate the achievements of students
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- inform decision making during Conseil de Classe
- share information about students as they progress through the school (especially during transition stages)
- support students in having an understanding of their own learning.

Professional Sharing and Reflection

All European Schools expect that teachers will participate in professional sharing and reflection by:

- *Engaging in collaborative tasks*
- *Reflect on his or her own teaching*
- *Show willingness and ability to take the lead and engage colleagues to improve education.*
- *Takes responsibility for his or her own professional development.*

(ref. 2015-09-D-3-en-1 Teaching Standards in the European Schools)

At EEBIV we value and expect:

Engaging in professional sharing and reflection promotes best teaching practices and ensures better outcomes for all students, as well as facilitating teachers personal and professional growth.

Regular meetings are organised to support professional reflection and sharing:

- Level meetings 1 x each period
- Section meetings 1 x each period

The objective of these meetings are to harmonise teaching, learning and assessment. These meetings also provide an opportunity to organise common activities during the school year.

Role of the Support Teacher and Support Assistant

All European Schools expect

Educational support is based on multi-professional cooperation. Roles, duties and working conditions of support coordinators, support teachers, support assistants and therapists are described in official documents: Policy on the Provision of Educational Support in the European Schools (Ref.: 2012-05-D-14-en-7), Provision of Educational Support in the European Schools – Procedural document (Ref.: 2012-05-D-15-en-10), Job description of a SEN Assistant (Ref.: 2011-07-D-1-en-1) and the General Rules of the European Schools (Ref. : 2014-03-D-14-en-4).

At EEBIV value and expect:

- To facilitate the pupil's development by ensuring the use of a wide range of teaching methods and adapted materials.
- To evaluate the pupil's progress based on detailed observation and formative assessment.
- To work in close cooperation with all actors involved in the educational process of the child and especially with the class teacher when writing the GLP (the Group Learning Plan) or the ILP (Individual Learning Plan).
- To ensure that the GLP or ILP remains dynamic.
- Take action with regard of his/her professional development.

The role of the Intensive Support Assistant at EEBIV

- To facilitate pupil's development by having a proactive attitude, being a team player and by working in close collaboration with the class teacher, support teacher, support coordinator and school psychologist.

- Providing the class teacher with valuable feedback regarding the child's evolution due to a close observation of the pupil's work and behavior.
- Create and maintain an environment that serves the development of pupil's autonomy, instrumental as well as academic autonomy.
- Take action with regard of his/her professional development.

Role of Parents in Supporting Teaching and Learning

At EEBIV we value and expect:

Parents and carers are asked to support the teaching and learning of their students by:

- Ensuring their child has enough sleep, has regular routines and is well nourished (has a healthy breakfast, has a water bottle and healthy snack and a packed lunch where appropriate).
- Being part of a constructive partnership with teachers, including regular and constructive communication.
- Establish a dialogue with their students to share information about their learning and school life.
- Supporting school rules, policies and procedures (relevant documents can be found on the school website and on the inside of each child's agenda).
- Ensuring their child has the correct equipment, as outlined in class book and materials lists
- Ensuring homework is completed.
- Attending meetings at school.

Role of the School Community in Supporting Teaching and Learning

The school community includes all people present on the school site:

Security team
 Work Men
 Administrative team
 Medical team
 APEE staff
 Parents
 Volunteers
 Library staff

At EEBIV we value and expect:

It is the role of all of these people to support school rules and procedures, to promote positive relationships and to support a safe and inclusive learning environment for our students.